**How do teachers access the best resource? (Access)**

* You can find the video on YouTube by typing in: “Kony 2012” Note: If you download real-player on your computer, on the right upper corner of the video on YouTube you’ll see download this video. Click “download video” to save the video to your computer. Then, open real-player, go to your library and drag the video file onto your computer. This will allow you to play the video in the future without any internet access.
* You can also find and watch the video on the Invisible Children’s website.

**What is the relevance of the resource to the curriculum and students? (Rationale)**

**Students:**

* Readiness: Many of your students will have posted or seen the video on facebook, or tweeted about the video on twitter, so **ask the whole class if they have seen or heard about the Kony 2012 video during your minds-on.**
* The child soldiers (in the video) are similar in age, so it will really hit home for many of Grade 10s.
* Interest & Musical/Rhythmic & Visual Intelligence: The engaging video contains popular songs that your students may like, such as: “Who Gone Stop Me” by Jay Z, “Punching in a Dream” by The Naked and Famous, “**Ghosts 1 Track 2” by Nine Inch Nails, “Roll Away Your Stone” by Mumford and Sons, “On” by Bloc Party, “A Dream Within a Dream” by The Glitch Mob and “I Can't Stop” by Flux Pavilion.**
* **The video shows students what they can do on April 12, 2012, and how they can become actively involved in the fight to bring Joseph Kony (the leader of the LRA) to justice.**

**Curriculum: Media Strand  
  
Overall Expectations: 1.Understanding Media Texts: demonstrate an understanding of a variety of media texts. 2. Understanding Media Forms, Conventions and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create media.   
  
Specific Expectations: 1.1 Explain how both simple and complex media texts are created to suit particular purposes and audiences. 1.2 Interpret media texts, including increasingly simple and complex media texts, identifying and explaining the overt and implied messages they convey. 1.3 Evaluate how effectively information, ideas, issues and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose. 1.4 Identify and explain how different audience responses to selected media texts. 1.5 Identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions that they may raise about beliefs, values and identity. 2.1 Identify general characteristics of several different media forms and explain how they shape content and create meaning. 2.2 Identify several different conventions and or techniques used in familiar media forms and explain how they convey meaning and influence their audience.**

**How was the resource used with students? (Practice)**

* **Minds-On: Ask the whole class if they have seen or heard about the Kony 2012 video. Note: Many of them will have heard of it, and several of them will have posted it on various social networking sites.**
* **After you’ve given them time to respond, tell the students that you will be discussing active citizenship today. Then, tell them to turn to an elbow partner and reflect on the following prompts together: How would you define activism? What does it look, sound and feel like? Note: They should be able to give examples such as protests, letter writing, lobbying etc.**
* **After you enlisted some of their responses, explain to the students that they are about to watch a video created by a non-for –profit organization called Invisible Children, and the man in the movie is the organization’s co-founder: Jason Russell.**
* **Then, watch the 30 minute video.**
* **After viewing the film, ask the students to voice their initial thoughts in a whole class discussion.**
* **Then, inform them of the criticisms and praises of the film, using arguments from the following articles:**
* Ruge, “Kony 2012 is not a revolution”, The *New York Times*
* Edwards, “Uganda counters Kony 2012 with its own video”, *The Globe and Mail*
* McDermid, “Kony 2012 director diagnosed with psychosis”, *The Globe and Mail*
* **Then, ask the students, in a whole class discussion, whether or not they agree with the criticism/praises of the film.**
* **Then, explain to the students the term: slacktivism -which is a kind of lazy activism done by people who feel good by sharing and promoting issues online without investing money or taking real action. Note: My understanding of this term comes from:** Barton, “Kony 2012 ESL Lesson Plan: Slacktivism”, *Englishcurrent.*
* Then, **ask them to turn to an elbow partner and reflect on the following three essential questions:** Do think Russell’s video promotes “slacktivism” or stimulates active participation, or both? Is spreading awareness positive even if it is not paired with action? Are you a slacktivist? If so, why do you think that is?
* Consolidation: Ask the students to respond to one of the prompts on a thought card.

**What was the effectiveness of the resource with students? (Assessment)**

* I knew that my students were engaged because they raised their hands and were vocal in the discussions, they looked attentive during the thought card exercise, and a few of them came up to me after the lesson and shared stories about how they had seen and heard Ugandans speak at other schools about the horrors of the LRA. They expressed to me that they were deeply touched by the stories of their lived experiences, and by the video.

**What tips can you share for using the best resource in the classroom? (Collegial Advice)**

* It is very important to acknowledge that the co-founder of the organization who appears in the video recently suffered from an episode psychosis. Many of your students will have seen the video of him running through the streets naked on various media sites, so it is best to address this before it comes up. Many of the articles in my works cited will give you greater insight about this incident. It is equally important, however, to also impress upon the fact that you’d like your students to not let the incident take away from the effectiveness of the video.
* Also, it is important to get students to be critical of the fact that the video demonizes a Ugandan, and glorifies the efforts of white Americans. Ruge’s article offers some great insight into the fact that “the [video] missed a huge opportunity to instill agency in Uganda's civil society”. So, it is important to have a conversation about how unintended audiences will interpret and be impacted by the video.
* In terms of how I would extend the learning, there is a sequel to the video coming out this Tuesday that is thought to cater more to an international audience, so I would show the second film as well, and ask students to determine whether or not the sequel was more effective or not.
* I did not have any difficulties with this resource, but there is a whole host of media out there about the video’s reception, so my only piece of advice would be that you do your research before showing it so you can appear as informed and update on its recent scrutiny/praise.

**Works Cited**

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